

# Page County Public Schools

## Local Plan for the Education of the Gifted

2011-2016

<b>LEA#</b>	<b>069</b>		
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## Local Plan for the Education of the Gifted

Each school board must review and approve a comprehensive plan for the education of the gifted. That plan must provide specific explanations of the school division's implementation of the *Regulations Governing Educational Services for Gifted Students*. School divisions, working in conjunction with their school boards, should determine the appropriate timeframe of applicability for their division's gifted plan. Historically, division plans span five years. For the technical review, the DOE will request a division to send their most current, approved plan at the time of the review. The applicable timeframe for the division's plan does not need to correspond to the collection year of their technical review. Information on the DOE technical review schedule can be found at the gifted education homepage at the Virginia Department of Education's Web site [http://www.doe.virginia.gov/instruction/gifted\\_ed/index.shtml](http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml)

Section 8VAC20-40-60A of the *Regulations* states that, "Each school board shall submit a comprehensive plan for the education of gifted students to the Department of Education (DOE) for technical review on a schedule determined by the Department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations." To assist school divisions and school boards in complying with section 8VAC20-40-60A, the Virginia Department of Education has created this template for developing Local Plans for the Education of the Gifted (revised January 2011). This public document addresses all aspects of local services for gifted students, including, but not limited to, the area(s) of giftedness the school division will serve, an operational definition of giftedness in the division and its supporting identification procedures, program services, professional development, curriculum development, and parent and community involvement.

Each section of the plan should address specific procedures and information for each area of giftedness identified by the school division. If a school division identifies students in general intellectual aptitude (GIA) and specific academic aptitude-mathematics (SAA-M), then the section for referral procedures, for example, should reflect the specific referral procedures for GIA and SAA-M. Throughout the local plan template, school divisions may need to copy and paste the drop down boxes, the insert text form fields, and any pertinent information for each area of giftedness identified by the division. In order to be able to 'choose an item' from a drop down box, simply right click on the highlighted 'choose an item' wording and the drop down arrow should appear on the right. Right clicking on the arrow will then allow the drop down box choices to appear. If certain procedures or policies apply to more than one area of giftedness, simply copy and paste the drop down selection box to reflect all areas of giftedness that are applicable to the procedures or policy.

Once the completed comprehensive local plan for the education of gifted students has been approved by the local school board, the plan shall be accessible to the public through the division's Web site. The division shall ensure that printed copies of the plan are available to citizens who do not have online access.

For more information, contact the Virginia Department of Education specialist for Governor's Schools and Gifted Education at 804-225-2884.

General Information regarding the Gifted Program in Page County Public Schools

*In section 8VAC20-40-40A of the Regulations, divisions are required to screen, refer, identify, and serve gifted students in at least general intellectual aptitude or specific academic aptitude. School divisions may identify and serve gifted students in career and technical aptitude or visual or performing arts aptitude, or both, at their discretion. On the chart below, please indicate all areas of giftedness that are identified and served within the division. Please copy and paste any additional rows as might be needed to address all areas in Specific Academic Aptitude and/or Visual and/or Performing Arts that are identified by the school division.*

<b>Area of Giftedness Identified by the Division</b>	<b>Grades Served</b>
General Intellectual Aptitude (GIA)	K-12
Specific Academic Aptitude (SAA)	NA
Career and Technical Aptitude (CTA)	NA
Visual and/or Performing Arts Aptitude (VPA)	NA

**Part I: Statement of Philosophy and Local Operational Definition of Giftedness for Page County Public Schools(8VAC20-40-60A.1)**

**A. Division Statement of Philosophy for the Education of Gifted Students**

Page County Public Schools is committed to an educational program that recognizes the unique value and needs of the individual student. To accomplish this goal we seek to identify gifted and talented students among all ethnic, racial and socioeconomic groups. We acknowledge our responsibility to provide appropriate educational opportunities for all students in order for them to reach their fullest potential.

**B. Division Operational Definition of Giftedness**

Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advanced use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression across a broad range of intellectual disciplines beyond their age-level peers. Evidence of a student’s readiness for general intellectual aptitude services includes the evaluation of gifted behaviors as determined by teacher and parent rating scales, superior academic performance on norm-referenced aptitude criterion, referenced achievement data, prescribed identification activities, student products, and records of awards, honors, and grades. The school division does not allow any single criterion to deny or guarantee eligibility for general intellectual gifted services.

## **Part II: Program Goals and Objectives (8VAC20-40-60A.2)**

*This section includes the division's five-year goal(s) for each of the six components listed below. These goals serve as targets against which the division will evaluate its growth and development.*

### **A. Identification:**

The division's five year goal is to develop and implement a universal screening process, with special emphasis placed on underrepresented student populations.

- The school division will investigate and implement new and/or more appropriate testing instruments for use in the identification of students for the gifted program.
- The school division will refine the identification process and eligibility requirements to ensure that the demographics of our student population are accurately reflected.

### **B. Delivery of Services:**

The division's five year goal is to provide effective services to gifted learners through a range of service delivery models and differentiation strategies.

- The delivery of services will provide differentiated instruction to exceed mastery of the SOL content.
- The delivery of services will provide students with individual access to the appropriate level of accelerated services.
- The division will offer services to identified students on an individual basis, as appropriate.
- The school system services may include but are not limited to:
  - Flexible scheduling/grouping
  - Acceleration
  - Advanced/Honors classes
  - Cluster grouping
  - Enrichment/extension activities within and outside the classroom
  - Independent study
  - Dual enrollment
  - On-line learning
  - AP courses
  - Summer Regional Governor's School
  - Summer Residential Governor's School
  - Academic Year Governor's School

### **C. Curriculum and Instruction:**

The division's five year goal is to develop curriculum that will provide a differentiated program of instruction for gifted students.

- The school division will continue developing differentiated GT curricula using extension/enrichment resources that are aligned with local and state standards. We use concept based learning that incorporates meta-cognitive awareness. Social and emotional components will be specifically addressed.

**D. Professional Development:**

The division's five year goal is to provide comprehensive staff development to all individuals who work with gifted students and to support the development and differentiation of curriculum and instruction for all students.

- The school division will provide training for all teachers K-12 on understanding the characteristics of gifted students and criteria for identifying gifted students.
- The school division will offer training in differentiation for teachers K-12.
- The school division will encourage teachers to pursue college level course work and to attend professional conferences that address the needs and delivery of service to gifted students.

**E. Equitable Representation of Students:**

The division's five year goal is to develop and implement an identification process which addresses the diverse demographics within our division.

- A universal screening tool will be given to all students at the end of second grade.
- Teacher checklist and gifted specialist interview focus on attitudes and behaviors that are culturally and economically neutral.

**F. Parent and Community Involvement:**

The division's five year goal is to develop a network of parent and community resources to support, guide, and encourage gifted learners.

- The school division will promote community awareness and parent involvement by establishing better communication through newsletters, gifted and talented website, and individual parent conferences.
- The school division will encourage the participation of parents and community members in providing enrichment activities, attending conferences, and serving as Local Advisory Committee members.

### **Part III: Screening, Referral, Identification, and Service Procedures**

#### **A. Screening Procedures (8VAC20-40-60A.3)**

*This section should provide screening procedures for each area of giftedness identified and served by the division. These procedures should include the annual review of student data used to create a pool of potential candidates for further assessment. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.*

#### **Screening procedures for General Intellectual Aptitude:**

- K – 2 screening include the use of process lessons in combination with the gifted behaviors/response lessons checklist. The gifted resource teacher provides training to classroom teachers on appropriately implementing or observing process lessons and completing the corresponding checklist. Additionally, at grade 2, the Naglieri Non-Verbal Aptitude test (NNAT2) or a similar instrument will be administered to all students as a universal screening device.
  - In addition to direct referrals, those students who consistently demonstrate gifted characteristics listed on the checklist and/or on the NNAT data will be reviewed to determine those students who will be referred for full eligibility review with parental permission.
- Screening in grades 3-8 includes looking for students with at least two SOL scores of 550 or above and those given direct referrals will be placed in the pre-screening pool. Screening in grades 9-11 include looking for students with at least a 4.0 GPA. These students will then be given the Gifted Program interview. A score of 4 or higher on the Gifted Program interview will place students in the formal assessment pool. These procedures are designed to include the identification of high potential/ability in all underrepresented culturally diverse, low socio-economic and disabled populations. Qualifying candidates from the pool advance to the formal assessment stage of the identification procedure, with parental permission. Aptitude is evaluated using the CTNB In-View assessment.
- Transfer students will be screened for inclusion in the pool of potential candidates using the criteria above.

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**B. Referral Procedures (8VAC20-40-60A.3)**

Page County Public Schools actively encourage direct referrals from regular classroom teachers, family members, self, and others who may be aware of a student’s potential giftedness inside and outside the classroom. Referral forms are available by contacting the school’s principal, the school’s Gifted Specialist, or the division website. The completed forms must be returned to the school’s Gifted Specialist by October 15 of each year.

Identification must be completed and eligibility determined within 90 school days. Data to be gathered includes aptitude test scores, teacher behavior rating scale, parent checklist, and an individual student interview. Student academic products and any other pertinent data may be considered as appropriate.

Following assessment, eligibility shall be determined, through a review of all collected data by the Identification/Placement Committee. Parents will be notified by letter of the eligibility decision along with testing results. Delivery of services for eligible students will begin after the parental permission form is received. An appeal may be filed for students found ineligible by submitting a written request of appeal within 30 days of notification of the Identification Placement Committee’s decision.

Transfer students previously identified in another school division will be considered eligible for services in Page County Public Schools. Transfer students who wish to be considered for gifted eligibility must make a direct referral utilizing the process outlined above.

Window	Direct Referral Due Date	Screening Completion Date	Parent Permission Due Date	Notification of Eligibility	Appeals Due
Annual Screenings (K-12)	October 15	November 15	November 30	March 1	April 1
Transfer Students	Within 30 days of enrollment	Within 45 days of receipt of referral	Within 15 days of receipt of referral	Within 90 instructional days	Within 30 days

**C. Identification Procedures (8VAC20-40-60A.3)**

*This section provides identification procedures for each area of giftedness identified and served by the division. Identification in SAA programs shall be K-12 or as assessment instruments exist to support identification, and must include either a nationally norm-referenced aptitude or achievement test. Identification in CTA and VPA programs shall be at the discretion of the school division. Specific references pertaining to each area of giftedness identified by the division should be clearly indicated.*

**1. Multiple Criteria Listing (8 VAC 20-40-40D.3)**

This section includes the three or more criteria that are used by the division to develop a profile or composite for each student being considered. This listing of criteria should be repeated for each area of giftedness identified by the division. Please copy and paste the section below to support all identified areas of giftedness. NOTE: No single instrument, score, or criterion may be used to exclude or include a child for eligibility. Selection of either item 5a or 5b or both counts as a single criteria.

- 1. Assessment of appropriate student products, performance, or portfolio
- 2. Record of observation of in-class behavior
- 3. Appropriate rating scales, checklists, or questionnaires
- 4. Individual interview
- 5a. Individual or group-administered, nationally norm-referenced aptitude test(s) (must be included for GIA)  
and/or
- 5b. Individual or group-administered, nationally norm-referenced achievement test(s)
- 6. Record of previous achievements (awards, honors, grades, etc.)
- 7. Additional valid and reliable measures or procedures

**D. Placement Procedures** (8VAC20-40-60A.3)

*This section provides procedures for the placement of gifted students in each area of giftedness identified and served by the division. These procedures include information about the identification and placement committee.*

**1. Identification/Placement Committee** (8VAC 20-40-40D)

- a. This section includes the **number** of persons comprising the Identification/Placement Committee by category.

Click here to select area of giftedness.

- Classroom Teacher(s)
- Gifted Education Specialist(s)
- Counselor(s)
- School Psychologist(s)
- Assessment Specialist(s)
- Principal(s) or Designee(s)
- Gifted Education Coordinator or Designee(s)
- Other(s) Specify:

- b. Type of Identification/Placement Committee

*This section indicates the type of Identification/Placement Committee the division uses.*

- School-level                       Division-level

**2. Eligibility (8VAC20-40-60A.3)**

*This section includes a chart detailing all criteria that could be considered in the identification process for a specific area of giftedness identified by the division. A description of the eligibility process used by the committee to make decisions regarding eligibility for services shall follow the chart. It includes a timeline for making eligibility decisions within 90 instructional days of the school division's receipt of the parent's(s') or legal guardian's(s') consent for assessment.*

<b>Measure</b>	<b>Administered/ Completed by</b>	<b>Scored by</b>	<b>Provided to the committee by</b>
Process Lesson Checklist	Classroom Teacher		School gifted Specialist & classroom teacher
Student interview	School gifted Specialist		School gifted Specialist
Aptitude Scores	Division Psychologist	Division Psychologist	Division Psychologist
Parent Checklist	Parent or Guardian	School gifted Specialist	School gifted Specialist
Gifted behavior rating scale	Classroom Teacher	School gifted Specialist	School gifted Specialist
Student work samples	Classroom Teacher	School gifted Specialist	School gifted Specialist

After information is collected using appropriate multi-criteria testing procedures, it will be recorded and reviewed by the Identification/Placement Committee. No one criterion will deny or guarantee access to the gifted program. Based on the decision of the Committee, one of the following determinations will be made: 1) the student is eligible for gifted education services; 2) the student is not eligible for gifted education services or, 3) no decision is made and additional information is requested. All parties involved shall be notified of the decision within 90 school days.

**3. Determination of Services (8VAC20-40-60A.3)**

This section describes the process of determining appropriate educational services for identified K-12 students.

In Grades K-8, the Gifted Specialist, classroom teachers, and guidance counselors work cooperatively to plan appropriate differentiated curriculums to meet the needs of the gifted students.

In Grades 9-12, the Gifted Specialist and the guidance counselors assist identified students by offering a variety of program opportunities which foster the development of their interests and abilities. They work cooperatively to encourage appropriate educational experiences, to inform parents and students of course options, co-curricular and extra-curricular enrichment opportunities. Guidance Counselors assist students in educational planning and scholarship opportunities.

**Part IV: Notification Procedures (8VAC20-40-60A.4)**

*This section includes the procedures used for (a) notifying parents/guardians when the individual identification process is initiated; (b) requesting permission for individual testing and/or collection of additional information; (c) requesting permission for provision of appropriate service options; and, (d) parents/guardians wishing to file an appeal of the identification outcome, change in placement, or exit decision. Any procedural differences pertaining to a specific area of giftedness identified by the division should be clearly indicated.*

- Permission for Evaluation
  - Once a student has been identified for formal assessment, parents are notified by letter that, with their permission, the individual assessment process will begin for their child. Parent permission should be returned within two weeks of receipt of this letter. Once permission is received, the Gifted Specialist has 90 school days to finalize the process, including testing, gathering of required data, and scheduling a meeting of the Identification /Placement Committee.
- Permission for Placement
  - Following determination of the Identification/Placement Committee, parents are notified by letter of the decision, and parent permission for placement is obtained. The delivery of services shall begin upon the school's receipt of parental permission as appropriate.
- Notification of Right to Appeal
  - In the case of determination of ineligibility for services, reasons for ineligibility, and the steps of the appeal process are included in the letter sent to the parents. An appeal may be filed for students found ineligible by submitting a written request of appeal within 30 days of notification of the Identification Placement Committee's decision. The Gifted Appeal Committee will meet within twenty (20) days of the receipt of this form and will render a decision within forty-five (45) days, as outlined in the Page County Public School's Plan for the Education of the Gifted.
- Exiting Program
  - Parents wishing to initiate an exit from gifted program services can contact the building principal to complete a Request to Exit Gifted Program form.
  - Students at the middle and high school level who have the options of advanced classes and electives, but decide not to afford themselves of these services will be given the opportunity to declare themselves in-active. A letter will be sent to parents notifying them of this option.

**Part V: Change in Instructional Services (8VAC20-40-60A.5)**

*This section includes the policy for written notification to parents or legal guardians of identification and placement decisions, including initial changes in placement procedures or exit policy from the program.*

Students enrolled in the gifted program may be recommended for re-evaluation of needs and services by completing the Request for Re-Evaluation of Services form. This process may be initiated at the request of the parent, student, classroom teacher, or the Gifted Specialist. Parents will be notified by letter that a re-evaluation is underway.

Parents wishing to initiate an exit from gifted program services can contact the building principal to complete a Request to Exit Gifted Program form. Once the form has been approved and a student has been removed, parents will be notified by mail.

Students at the middle and high school level who have the options of advanced classes and electives, but decide not to select any of these course offerings, will be declared in-active. A letter will be sent to parents notifying them of this change in status.

Part VI: Evidence of Appropriate Service Options (8VAC20-40-60A.10)

*This section provides evidence that gifted education service options from kindergarten through twelfth grade are offered continuously and sequentially, with instructional time during the school day and week to (i) work with their age-level peers, (ii) work with their intellectual and academic peers, (iii) work independently; and (iv) foster intellectual and academic growth of gifted students. Parents and legal guardians shall receive assessment of each gifted student's academic growth. Career and Technical aptitude programs and Visual and/or Performing Arts programs are offered at the discretion of the school division.*

**A. Service Options are Continuous and Sequential**

*This section provides evidence that the division's program of curricula and instruction for gifted learners is continuous and sequential. SAA programs need to provide evidence that service options are continuous and sequential from identification until twelfth grade.*

In Grades K-5, the Gifted Specialist and classroom teachers work cooperatively to plan appropriate differentiated curriculums to meet the needs of the gifted students. Based on abilities, interests, learning styles, age, grade and the availability of resources, the students' needs will be met by a combination of enrichment/extension activities, differentiation strategies, and acceleration options. Identified students are cluster grouped in the classroom. Beginning in grade 3 identified students will be pulled out one day a week for a GT center program. Blue Ridge Environmental Studies Summer Regional Governor's School, Summer/Saturday Enrichment, and other enrichment programs are offered.

In Grades 6-8, the Gifted Specialist and classroom teachers work cooperatively to plan appropriate differentiated curriculums to meet the needs of the gifted students. Based on abilities, interests, learning styles, age, grade and the availability of resources, the students' needs will be met by combining enrichment/ extension activities, differentiation strategies, and acceleration options. Identified students are offered accelerated course options and offered an elective which addresses intellectual and affective needs. Blue Ridge Environmental Studies Summer Regional Governor's School, Summer/Saturday Enrichment, and other enrichment programs are offered.

In Grades 9-12, the Gifted Specialist and the Guidance Counselors assist identified students by offering a variety of program opportunities which foster the development of their interests and abilities. They work cooperatively to encourage appropriate educational experiences, to inform parents and students of course options, co-curricular and extra-curricular enrichment opportunities. Guidance Counselors assist students in educational planning and in seeking scholarship opportunities. Honors, Advanced Placement, Dual Enrollment courses, Academic Year Governor's School, Summer Residential Governor's School, and Blue Ridge Environmental Studies Summer Regional Governor's School internships are offered.

**B. Service Options Provide Instructional Time with Age-level Peers**

*This section includes a description of the instructional strategies or program model that allows gifted students to interact with their age-level peers during the school day and week.*

Gifted students interact with their grade level peers during instructional time in social studies, science, music, art, physical education and other electives.

**C. Service Options Provide Instructional Time with Intellectual and Academic Peers**

*This section includes a description of the instructional strategies used in the division to accelerate and enrich the content for gifted learners beyond the grade-level or course expectations for all learners. The description should include how these academic needs are met during the school day and week.*

In Grades K- 2 students placed in the pool of potential candidates are cluster grouped in the classroom and receive differentiated instruction as appropriate to meet their needs.

In Grades 3-5, identified students are cluster grouped in the classroom to receive differentiated instruction as appropriate to meet their needs and pulled out one day a week for a GT center program.

In Grades 6-8, identified students may be offered accelerated course options, electives, and differentiated instruction that addresses intellectual and affective needs.

In Grades 9-12, the Gifted Specialist and the Guidance Counselors work cooperatively to encourage appropriate educational experiences including course options and co-curricular enrichment opportunities. Guidance Counselors assist students in educational planning and scholarship opportunities: Honors, Advanced Placement, Dual Enrollment courses.

**D. Service Options Provide Instructional Time to Work Independently**

*This section includes a description of the instructional strategies or program model used in the division to allow gifted learners to work independently during the school day and week.*

In Grades K-8, students will work under the supervision of the cluster group teacher and/or gifted resource teacher to pursue topics of individual interest and ability.

In Grades 9-12, students will work under the supervision of the classroom teacher of their advanced courses to pursue topics of individual interest and ability.

**E. Service Options Foster Intellectual and Academic Growth**

*This section includes a description of the instructional strategies used in the division to foster intellectual and academic growth during the school day and week.*

Page County Public Schools employs a variety of high yield instructional strategies to foster intellectual and academic growth during the school day and week.

Strategies may include:

- Acceleration based on individual needs
- Critical thinking
- CRISS
- Guidance services addressing special needs of the gifted
- College/career counseling
- Individual and small group counseling sessions
- Differentiation
- Independent study
- Mentoring and modeling for students
- Process and response lessons
- Special seminars
- Learning contracts
- Reciprocal teaching
- Experiential learning
- Authentic learning
- Expert speakers

**F. Procedures for Assessing Academic Growth in Gifted Students**

*This section includes a description of the procedures used by the division to assess the academic growth for gifted learners.*

At each level students are assessed for academic growth using the following strategies:

- Habits of Mind checklist for parents and students
- Self evaluations
- Performance rubrics
- Data disaggregation of testing information
- Other methods determined by Page County Public schools to measure student growth

**Part VII: Program of Differentiated Curriculum and Instruction (8VAC20-40-60A.11)**

*The Regulations Governing Educational Services for Gifted Students defines appropriately differentiated curriculum and instruction as curriculum and instruction adapted or modified to accommodate the accelerated learning aptitudes of identified students in their areas of strength. Such curriculum and instructional strategies provide accelerated and enrichment opportunities that recognize gifted students' needs for (i) advanced content and pacing of instruction; (ii) original research or production; (iii) problem finding and solving; (iv) higher level thinking that leads to the generation of products; and (v) a focus on issues, themes, and ideas within and across areas of study. Such curriculum and instruction are offered continuously and sequentially to support the achievement of student outcomes, and provide support necessary for these students to work at increasing levels of complexity that differ significantly from those of their age-level peers. This section provides a description of the school division's appropriately differentiated curriculum and instruction demonstrating accelerated and advanced content for gifted learners.*

Based on abilities, interests, learning styles, age, grade and the availability of resources, the students' needs will be addressed by combining enrichment/ extension activities, differentiation strategies, acceleration options and course selection.

**In Grades K - 2**, Differentiation materials are provided for the classroom teacher. The students receive above grade level content during pull-out enrichment groups with a focus on creative and productive thinking. Acceleration opportunities are considered as appropriate. The Gifted Specialist uses the Parallel Curriculum Model and The College of William & Mary Project Clarion.

**In Grades 3-5**, the Gifted Specialist and classroom teachers work cooperatively to plan appropriate differentiated curriculums to meet the needs of the gifted students. The GT Center Program curriculum uses concept based instruction on a three year cycle of themes. Training is done using Bloom's Taxonomy, DeBono's Thinking Hats, Children's Engineering Curriculum and Creative Problem Solving.

**In Grades 6-8**, the Gifted Specialist and classroom teachers work cooperatively to plan appropriate differentiated curriculums to meet the needs of the gifted students. Based on abilities, interests, learning styles, age, grade and the availability of resources, the students' needs will be met by combining enrichment/ extension activities, differentiation strategies, and acceleration options. Advance training is done using Bloom's Taxonomy, DeBono's Thinking Hats, Interact curriculum, Renzuli's My Way Survey, SCAMPER and Creative Problem Solving. Advanced elective and content courses are offered.

**In Grades 9-12**, the Gifted Specialist, Guidance Counselors and teachers of honors, dual enrollment and advanced placement courses will work cooperatively to encourage appropriate educational experiences, to inform parents and students of course options, co-curricular and extra-curricular enrichment opportunities. Guidance Counselors assist students in educational planning and scholarship opportunities: Honors, Advanced Placement, Dual Enrollment courses, Academic Year Governor's School. Advance training is done using Bloom's Taxonomy, Question/Answer/ Relationships and Creative Problem Solving.

## **Part VIII: Policies and Procedures for Access to Programs and Advanced Courses (8VAC20-40-60A.12)**

*This section provides the school division's policies and procedures that allow access to programs of study and advanced courses at a pace and sequence commensurate with the learning needs of the gifted student.*

Access to programs of study and advanced courses is open to all students who meet the pre-requisites defined in the Middle School and High School Program of Studies. These programs of study are available for viewing on the division webpage. All students enrolled in Advanced Placement courses are encouraged to take the Advanced Placement exam unless they are also dual-enrolled. Financial assistance is available to qualifying students.

## **Part IX: Personal and Professional Development (8VAC20-40-60A.13)**

*School divisions must provide evidence of professional development based on the following teacher competencies outlined in 8VAC20-542-310 below.*

- 1. Understanding of principles of the integration of gifted education and general education, including:
  - a. Strategies to encourage the interaction of gifted students with students of similar and differing abilities; and*
  - b. Development of activities to encourage parental and community involvement in the education of the gifted, including the establishment and maintenance of an effective advisory committee.**
- 2. Understanding of the characteristics of gifted students, including:
  - a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings;*
  - b. Methodologies that respond to the affective (social-emotional) needs of gifted students; and*
  - c. Gifted behaviors in special populations (i.e., those who are culturally diverse, economically disadvantaged, or physically disabled).**
- 3. Understanding of specific techniques to identify gifted students using diagnostic and prescriptive approaches to assessment, including:
  - a. The selection, use, and evaluation of multiple assessment instruments and identification strategies;*
  - b. The use of both subjective and objective measures to provide relevant information regarding the aptitude/ability or achievement of potentially gifted students;*
  - c. The use of authentic assessment tools such as portfolios to determine performance, motivation/interest and other characteristics of potentially gifted students;*
  - d. The development, use, and reliability of rating scales, checklists, and questionnaires by parents, teachers and others;*
  - e. The evaluation of data collected from student records such as grades, honors, and awards;*
  - f. The use of case study reports providing information concerning exceptional conditions; and**

- g. The structure, training, and procedures used by the identification and placement committee.*
- 4. Understanding and application of a variety of educational models, teaching methods, and strategies for selecting materials and resources that ensure:*
  - a. Academic rigor through the development of high-level proficiency in all core academic areas utilizing the Virginia Standards of Learning as a baseline;*
  - b. The acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to learning both in and out of the classroom; and*
  - c. The development of learning environments that guide students to become self-directed, independent learners.*
- 5. Understanding and application of theories and principles of differentiating curriculum designed to match the distinct characteristics of gifted learners to the programs and curriculum offered to gifted students, including:*
  - a. The integration of multiple disciplines into an area of study;*
  - b. Emphasis on in-depth learning, independent and self-directed study skills and metacognitive skills;*
  - c. The development of analytical, organizational, critical, and creative thinking skills;*
  - d. The development of sophisticated products using varied modes of expression;*
  - e. The evaluation of student learning through appropriate and specific criteria; and*
  - f. The development of advanced technological skills to enhance student performance.*
- 6. Understanding of contemporary issues and research in gifted education, including:*
  - a. The systematic gathering, analyzing, and reporting of formative and summative data; and*
  - b. Current local, state, and national issues and concerns.*

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Participants	Staff Development
Teachers	<ul style="list-style-type: none"> <li>• Workshops on Gifted Behaviors Rating Scale for teachers new to using the scale.</li> <li>• Elementary cluster teachers will address #4 (listed above) in 2012, #3 in 2013, #1 in 2014, #2 in 2015 and #5 in 2016</li> <li>• Middle School cluster teachers will focus on #1-5 (listed above) in Language Arts in 2012, Math in 2013, Social Studies in 2014, and Science in 2015</li> <li>• High School teachers of honors, dual enrollment and advanced placement courses will address #1-5 (listed above) each year.</li> <li>• Discussions on social-emotional needs of students</li> <li>• Understanding the characteristics and needs of Giftedness*</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Discussions on social-emotional needs of students</li> <li>• Understanding the characteristics and needs of Giftedness*</li> <li>• Discussion of the Local Gifted Education Plan*</li> </ul>
Policy Makers	<ul style="list-style-type: none"> <li>• Discussion of the Local Gifted Education Plan*</li> <li>• Understanding the characteristics and needs of Giftedness*</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• NVCGG spring seminar</li> <li>• Online availability of Understanding the characteristics and needs of Giftedness*</li> <li>• Online availability of an overview of the gifted screening process* (print copy available upon request)</li> <li>• Online parent resources*</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Online student resources*</li> <li>• Understanding the characteristics and needs of Giftedness*</li> <li>• Discussions on social-emotional needs</li> </ul>
Counselors/Psychologists	<ul style="list-style-type: none"> <li>• Discussion of the Local Gifted Education Plan*</li> <li>• Understanding the characteristics and needs of Giftedness*</li> <li>• Discussions on social-emotional needs of students</li> </ul>
Service/Community Group	<ul style="list-style-type: none"> <li>• The Gifted Coordinator or Gifted Specialist is available for presentations on request</li> </ul>

\*These documents will be available on the division website

**Part X: Procedures for Annual Review of Effectiveness (8VAC20-40-60A.14)**

*This section provides the procedures for the annual review of the effectiveness of the school division's gifted education program, including the review of screening, referral, identification, and program procedures toward the achievement of equitable representation of students, the review of student outcomes and the academic growth of gifted students. School divisions may decide to focus on one or more areas to review each year. However, reviews shall be based on multiple criteria and shall include multiple sources of information.*

The Page County Public Schools Gifted Advisory Committee as required by the Regulations Governing Educational Services for Gifted Students (8 VAC 20-40-10 et. seq.) reviews annually the *Page County Public Schools' Local Plan for the Education of the Gifted*, evaluates division-wide needs, establishes priorities, monitors Implementation, and submits an annual report containing findings of program effectiveness and recommendations to the Division Superintendent and to the School Board. The purpose of an annual review is to assess the extent to which gifted program goals have been realized. Each year, the committee will focus on one objective from the five year plan to evaluate.

Component/Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Identification	X	X	X	X	X
Curriculum & Instruction				X	
Delivery of Services			X		
Professional Development		X			
Equitable Representation of Students	X				
Parent & Community Involvement					X

**Part XI: Procedures for the Establishment of the Local Advisory Committee (8VAC20-40-60B)**

*Each school division shall establish a local advisory committee composed of parents, school personnel, and other community members who are appointed by the school board. This committee shall reflect the ethnic and geographical composition of the school division. This section should include the school division's procedures for the establishment of the local advisory committee for the gifted program.*

**Selection of Members for the Local Advisory Committee**

*This section includes the procedures for selecting advisory committee members and for insuring that the committee is geographically and demographically balanced to reflect the school division.*

Parent/Community members shall be appointed by each school board member from his/her district, which by its design ensures equitable representation of the geographic composition of the division. An effort will be made to appoint a committee that reflects the makeup of the community.

<b>Categories</b>	<b>Number Represented</b>
Parents/Community	<b>5</b>
Teachers	<b>5</b>
Administrators	<b>3</b>
Community <input type="checkbox"/> persons who are not parents of identified students	<b>1</b>
Students (optional)	<b>0</b>

**Meeting Schedule of the Local Advisory Committee**

The committee is scheduled to meet four times annually. During one of these meetings they will review the Local Plan and send a written report to the Division Superintendent and Local School Board.

**Part XII: Assurances (8VAC20-40-60A.6; A.7; A.8; A.9)**

In accordance with the *Regulations Governing Educational Services for Gifted Students*, the following assurance must be provided by the school division:

- Assurances that student records are maintained in compliance with applicable state and federal privacy laws and regulations;
- Assurances that (i) the selected and administered testing and assessment materials have been evaluated by the developers for cultural, racial, and linguistic biases; (ii) identification procedures are constructed so that those procedures may identify high potential or aptitude in any student whose accurate identification may be affected by economic disadvantages, by limited English proficiency, or by disability; (iii) standardized tests and other measures have been validated for the purpose of identifying gifted students; and (iv) instruments are administered and interpreted by trained personnel in conformity with the developer’s instructions;
- Assurances that accommodations or modifications determined by the school division’s special education Individual Education Plan (IEP) team, as required for the student to receive a free appropriate public education, shall be incorporated into the student’s gifted education services; and
- Assurances that a written copy of the school division’s approved local plan for the education of the gifted is available to parents or legal guardians of each referred student, and to others upon request.

Pursuant to these requirements, I hereby certify that the school division is in compliance with this language.

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Division Superintendent’s Signature                      Printed Name                      Date